## Course Requirements - Advanced II K-6 Options

**4 Qtr. Units**     **Course No. X324.318F**

**Pass, No Pass**     **Advanced II/Mastery I K-6: Vocabulary Acquisition and the Role of Teacher-Centered Instruction**

**Instructor:**     **Alice R. Furry, Ph.D.**

### Course 1

**Content:** Provides an overview of the importance of vocabulary in preliterate years; explains the sequential nature of vocabulary acquisition; describes effective direct instructional methods for teaching vocabulary; details the need for a teacher-centered effort to promote vocabulary development.

**Course Requirements:** It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;

2. Complete the four daily independent study work assignments for 10 hours of study and written work;

3. Participate fully in the Institute activities each day;

4. Write answers to the following questions based on the reading *Teaching Vocabulary: Early, direct, and sequential*. Andrew Biemiller (2001) American Educator

   A. A great deal of vocabulary acquisition occurs before children become literate and are able to read books that introduce unfamiliar vocabulary. What are the implications of this fact for early primary teachers?

   B. Why do many researchers agree that it is important to focus on root word growth rather than the acquisition of all inflected and derived words?

   C. According to Biemiller, what is the significance of direct explanation in learning new words?

   D. What role does "opportunity" play in promoting vocabulary development?

5. Write answers to the following questions based on the reading *Vocabulary: Needed if More Children are to Read Well*. Andrew Biemiller (2003) Reading Psychology Vol. 24, (pp. 323-335):

   A. What are the effects of home and school factors on vocabulary development?

   B. What are the components of a teacher-centered approach to building vocabulary? How are these reflected in your own practice?

   C. What needs to be done in order to accelerate the learning for low-vocabulary children?

## 4-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number
District, School
Email address (required for grade notification)
UCLA course number, UCLA registration number
Social Security Number or UCLA ID number
Completed Essays

## Submission Deadlines:

Summer term Essay Submission by November 15, 2006, for participants attending a 40-hour Institute May 1, 2006 – October 27, 2006.

Winter Term Essay Submission by April 27, 2007, for participants attending a 40-hour Institute November 3, 2006 – March 2, 2007.

## Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

## Course Requirements - Advanced II K-6 Options

**8 Qtr. Units     Course No. X324.318P**

**Pass, No Pass     Advanced II/Mastery I K-6: Practicum on Sequential Vocabulary Acquisition**

**Instructor:     Alice R. Furry, Ph.D.**

### Course 1

**Content:**  Provides an overview of the importance of vocabulary and literacy development; describes how to best choose vocabulary words for instruction; examines the effect of the "vocabulary gap;" discusses the finding that words are learned in an approximate sequence; provides the opportunity to review important root words identified in several studies of vocabulary acquisition.

**Course Requirements:**  It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the Professional Development Reading Institute.

2. Write answers to the following questions based on the reading Chapter 3 "Vocabulary Development and Instruction: A Prerequisite for School Learning" in *Handbook for Early Literacy Research*, Vol. 2, David k. Dickinson and Susan B. Neuman, Editors (2006) (pp. 41-51):

   A. What is the connection between vocabulary and early literacy development?

   B. How do the studies of word explanations, the instruction of "tier-two words," and dialogic reading compare to Biemiller's recent study focused on word meaning acquisition?

   C. How should vocabulary words be chosen for instruction, and what are the implications of this approach for classroom teachers?

3.  Write answers to the following questions based on the reading Chapter 11 "Size and Sequence in Vocabulary Development: Implications for Choosing Words for Primary Grade Vocabulary Instruction" in *Teaching and Learning Vocabulary: Bringing Research to Practice*,  Elfrieda H. Hiebert and Michael Kamil, Editors, (2005), (pp. 223-242):

   A.  Why is orally tested vocabulary in first grade a much better predictor of reading comprehension in Grade 11 than is identifying words in print?

   B. Given that children scoring in the lowest vocabulary quartile at the end of second grade know about 4,000 root word meanings, what are the implications of the "vocabulary gap" for these children?

   C. What is the fallacy of "grade level vocabulary?"  Why is it better to choose words for instruction that are appropriate to children with a specifiable vocabulary size as opposed to words learned at a certain grade level?

4. Write answers to the following questions based on the article *Estimating Root Word Vocabulary Growth in Normative and Advantaged Populations: Evidence for a Common Sequence of Vocabulary Acquisition*. Andrew Biemiller and Naomi Slonim (2001) Journal of Educational Psychology. (93) (pp. 498-520):

   A. What is the role of schooling in vocabulary acquisition, and why might this be the subject of much debate?

   B. According to the three Biemiller studies reviewed in this article, what is the average rate of root word acquisition per day in children from the normative sample from infancy to Grade 2? What is the average rate of root word acquisition per day in children from the advantaged sample from infancy to Grade 2? What happens to the advantaged sample through Gr. 2?

   C. What are the educational implications of word acquisition for teachers before Gr. 2? What are the educational implications of word acquisition for teachers after Gr. 2? Give specific examples pertinent to your grade level.

   D. Because words are learned in a fairly fixed order, what are the ramifications of this finding for the classroom teacher given the current vocabulary curriculum in use? What conclusions can you draw between the root words listed in Deciles 1-8 (Appendix A) and the vocabulary introduced at your particular grade level? Are many of the words the same, or is there a discrepancy?

### 8-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number
District, School
Email address (required for grade notification)
UCLA course number, UCLA registration number
Social Security Number or UCLA ID number
Completed Essays

### Submission Deadlines:

Essay Submission by June 8, 2007, for participants attending a 40-hour Institute May 1, 2006 – March 2, 2007, and have submitted the 80-hour follow-up passport by May 4, 2007, to the site administrator.

### Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

## *General Information Available at the Information Desk*